

Analysis of Curriculum Reform in College Students' Psychological Health Education under the Visual Area of Micro Course

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Abstract: With the of new curriculum reform proposed, a majority of the colleges and universities pay more and more attention to the college students' psychological health education. College students are confronted with various problems when they at colleges, which will can even do some harm to their bodies and mind, and according to the teaching current situation of psychological health course which exists problems to some extent, applying the micro-course to the college students' psychological health course, combining the micro-course teaching with the traditional teaching ,this teaching mode has already got the improvement of teaching quality. The essay puts forward effective methods to curriculum reform in college students' psychological health education under the visual area of micro course.

With the development and improvement of the science and the technology, electrical products has come into people's life, which provide convenience to their life and work. College students, as a group of higher intellectuals in China, they are of great significance to the development of our country. College students' mental health is a manifestation of their physical and mental health, the diseases of mental and health both should be given positive treatment. College students' psychological health course should be regarded as a required public foundation course, according to the request of the new course reform of the teaching idea,which need courses that should be transferred the original teachers' or textbook center the into students' center .How to utilize the micro-course to the College students' psychological health course , the realization of effective curriculum reform has become a common concern of universities.

1. Problems existing in the teaching of college students' mental health education courses

1.1 The faculty lacks of professionalism

The college students' psychological health course is different from other teaching of other courses, it must must be taught in the light of college students' age, study and life conditions, which set higher demands to the professionalism of the faculty. However, some colleges sincerely lack of faculty,just by the counselor or authority of the student work system staff through the national examination to join the teaching team of the college students' psychological health education, they take without professional learning teaching and consulting work, for mental health education should be the basis of the serious lack of knowledge and skills, and some few organizations in colleges and universities teachers learning, lead to the improvement of teachers' teaching level is not effective.

1.2 The teaching methods are lack of diversity

Analizing the college students' psychological health education, teaching course doesn't pay close attention to the practical link. As a compulsory course ,whose teaching form is mainly classroom teaching ,and the shortage of creating the practical teaching, resulted that students are in passive position and not conformed to the teaching requirements under the new course reform. The traditional teaching mode based on classroom teaching makes college students' understanding of psychological health education courses not profound and not comprehensive. College teachers need to comprehend that college students' psychological health education is a comprehensive class that

holds strong and practicalness.

Teachers in colleges and universities must recognize that the college students' mental health education course is a highly practical and comprehensive classroom. Under the new curriculum reform environment, we must implement a student-centered teaching philosophy, respect the student's subject status, and improve student Initiative to achieve better teaching results.

1.3 Lack of reasonable teaching arrangements

As one of the compulsory courses for college students, it should be paid highly attention, which is also the main access to promote the students' mental standard. But the fact is not like so, some colleges set up the psychological health course at the first year, students don't study it from the second year before they graduate, which made some students couldn't keep good mental health and have mental problems during the studying. In addition, the unconstant teaching content may cause psychological problems in later learning. In addition, the inconsistency of teaching content may also lead to psychological unhealthy of college students.

1.4 Lack of dynamic assessment of college students' psychological development standard

Although some colleges and universities will set up mental health education courses from the first grade to the fourth grade, at present, China's colleges and universities mainly evaluate the mental health of freshmen, and generally use surveys. The form of a questionnaire is used to test the mental health of college freshmen online. The test results can be used to find the psychological problems of students earlier, and targeted help and treatment can be provided to protect the mental health of college students. The test of the results will also make mental health education limited and narrow in work, and the comprehensiveness of teaching work will not be carried out well. This is also inconsistent with the stages of psychological development and the level of mental health of students in different grades. Because of the implementation of the teaching concept of teaching students according to their psychological characteristics at different times, the physical and mental development of all students is better.

2. Measures for the Reform of College Students' Mental Health Education Curriculum from the Perspective of Micro-courses

2.1 Online teaching application

There will be fewer arrangements for mental health education classes in colleges and universities, and teachers can only give simple explanations on key content in classroom teaching, which hinders students from mastering the comprehensiveness of knowledge. Teachers can apply micro-learning to daily teaching, and use a combination of classroom teaching and micro-teaching to allow students to gain more knowledge. College students have more fragmented time. Teachers can guide students to make the most of the fragmented time, and they can also conduct mental health education and study outside the classroom. This will not only save class time, but also help students to consolidate after class and allow students to achieve comprehensive improve. At the same time, teachers should not only use micro-lessons after class, but also use them in class. Teachers can use micro-lessons in the classroom to transform the original complex knowledge points into more streamlined content and show them to students, realizing the effectiveness of the classroom. In addition, the application of micro-lecture videos can also create an active classroom atmosphere, allowing students to focus on the classroom.

2.2 Enhance practical teaching link

College students mental health teaching focuses on cultivating their practical abilities, guiding students to enhance the number of practical training, and exercise the self practical ability to the biggest extent, so that they can be handy in the process of operation. The implementation of mental health education courses that strengthen students' practical ability is bound to increase students' theoretical and emotional identification of mental health education, comprehensively improve their psychological and comprehensive literacy, and promote students' conscious application of

theoretical knowledge to understand, analyze and solve problems Achieving the unity of "knowledge, faith, affection, will, and deed", thereby improving the comprehensive quality of college students.

2.3 Realize the teaching process of online and micro-course to meet the individual needs of college students

With the rapid development of the Internet and mobile technology, QQ, WeChat, and Weibo, as new types of online social tools, have become the most important channels for college students to release personal information and communicate with the outside world. The Internet has become a part of the lives of modern people Affects the way of thinking, learning and vision of college students. Mental health education courses for college students can use the trusted network of college students as course carriers, and post micro-course videos to the corresponding websites, or to WeChat groups. The course content is presented in a form that college students love, and it attracts the attention of students in new ways to increase students' attention and interest in the course content. The messages left by college students after watching the micro-course videos can help micro-courses accumulate suggestions and opinions, and promote better development of micro-courses. Therefore, setting up a teaching WeChat platform or QQ discussion group, WeChat and QQ group information facilitate the exchange, so that all students can speak freely, and it is more conducive for students to express their true inner thoughts. In addition, teachers and students, students and students can also interact with each other to facilitate further discussion of the course content between teachers and students.

2.4 Design well-connected micro-course and design characteristic micro- course contents.

Mental health education is a comprehensive subject, which requires teachers to have strong psychological professional ability, and at the same time should have knowledge of other majors, which puts forward higher requirements for teachers. The design of micro-classes is more complicated, and teachers should not only have high computer skills, but also corresponding professional skills. At present, many colleges and universities recognize the importance of micro-lectures and apply them to actual classrooms, but their standards are not high enough to achieve real results. In view of this situation, teachers should carefully design the content of micro-classes, and bring together professional teachers with knowledge about teaching content to carry out collaborative design. Only in this way can we design micro-class videos that meet the needs of students. In addition, teachers should highlight the characteristics of video content when designing teaching videos. If the content is boring, students' attention cannot be focused, which will cause them to lose their interest in micro-class videos. Colleges and universities should give teachers certain support in the design of micro-classes. Colleges and universities can cooperate with other colleges and universities to organize mental health education teachers on both sides into a team to jointly design micro-lecture videos to improve the effectiveness of micro-lectures.

3. Conclusion

Universities should understand the significance of psychological health education, apply the micro-course technology to the practice, support and promote teaching reform. In doing so, students' mental standard can be increasingly improved.

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